

Rivelon Elementary

350 Thomas B. Eklund Circle
Orangeburg, South Carolina 29115

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 261 Students | |
| Principal | Paulette H. Faust | 803-534-2949 |
| Superintendent | Melvin Smoak | 803-534-5454 |
| Board Chair | Dr. Kalu Kalu | 803-534-5454 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 8 | 18 | 72 | 39 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Average | Good | Yes |
| 2005 | Below Average | Unsatisfactory | No |
| 2006 | Below Average | Unsatisfactory | No |

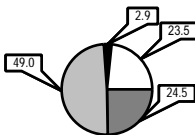
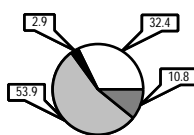
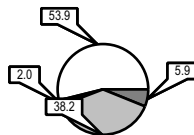
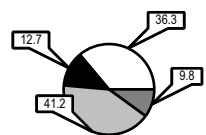
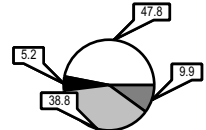
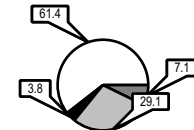
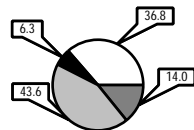
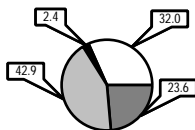
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 115 | 99.1 | 22.8 | 49.5 | 24.8 | 3.0 | 42.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 58 | 100.0 | 26.0 | 56.0 | 16.0 | 2.0 | 32.0 | N/A | N/A |
| Female | 57 | 98.2 | 19.6 | 43.1 | 33.3 | 3.9 | 52.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 105 | 99.0 | 24.2 | 49.5 | 24.2 | 2.2 | 38.5 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 87 | 100.0 | 17.9 | 47.4 | 30.8 | 3.8 | 51.3 | N/A | N/A |
| Disabled | 28 | 96.4 | 39.1 | 56.5 | 4.3 | 0.0 | 13.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 115 | 99.1 | 22.8 | 49.5 | 24.8 | 3.0 | 42.6 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 115 | 99.1 | 22.8 | 49.5 | 24.8 | 3.0 | 42.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 104 | 99.0 | 24.4 | 50.0 | 23.3 | 2.2 | 41.1 | Yes | Yes |
| Full-pay meals | 11 | 100.0 | 9.1 | 45.5 | 36.4 | 9.1 | 54.5 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 115 | 99.1 | 31.7 | 54.5 | 10.9 | 3.0 | 30.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 58 | 100.0 | 26.0 | 58.0 | 14.0 | 2.0 | 38.0 | N/A | N/A |
| Female | 57 | 98.2 | 37.3 | 51.0 | 7.8 | 3.9 | 23.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 105 | 99.0 | 35.2 | 52.7 | 11.0 | 1.1 | 27.5 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 87 | 100.0 | 20.5 | 62.8 | 12.8 | 3.8 | 37.2 | N/A | N/A |
| Disabled | 28 | 96.4 | 69.6 | 26.1 | 4.3 | 0.0 | 8.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 115 | 99.1 | 31.7 | 54.5 | 10.9 | 3.0 | 30.7 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 115 | 99.1 | 31.7 | 54.5 | 10.9 | 3.0 | 30.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 104 | 99.0 | 34.4 | 54.4 | 11.1 | 0.0 | 26.7 | No | Yes |
| Full-pay meals | 11 | 100.0 | 9.1 | 54.5 | 9.1 | 27.3 | 63.6 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 115 | 99.1 | 53.5 | 38.6 | 5.9 | 2.0 | 7.9 |
| Gender | | | | | | | |
| Male | 58 | 100.0 | 50.0 | 42.0 | 6.0 | 2.0 | 8.0 |
| Female | 57 | 98.2 | 56.9 | 35.3 | 5.9 | 2.0 | 7.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 105 | 99.0 | 56.0 | 37.4 | 5.5 | 1.1 | 6.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 87 | 100.0 | 42.3 | 47.4 | 7.7 | 2.6 | 10.3 |
| Disabled | 28 | 96.4 | 91.3 | 8.7 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 115 | 99.1 | 53.5 | 38.6 | 5.9 | 2.0 | 7.9 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 115 | 99.1 | 53.5 | 38.6 | 5.9 | 2.0 | 7.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 104 | 99.0 | 56.7 | 37.8 | 4.4 | 1.1 | 5.6 |
| Full-pay meals | 11 | 100.0 | 27.3 | 45.5 | 18.2 | 9.1 | 27.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 115 | 99.1 | 35.6 | 41.6 | 9.9 | 12.9 | 22.8 |
| Gender | | | | | | | |
| Male | 58 | 100.0 | 32.0 | 44.0 | 8.0 | 16.0 | 24.0 |
| Female | 57 | 98.2 | 39.2 | 39.2 | 11.8 | 9.8 | 21.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 105 | 99.0 | 35.2 | 41.8 | 9.9 | 13.2 | 23.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 87 | 100.0 | 30.8 | 42.3 | 10.3 | 16.7 | 26.9 |
| Disabled | 28 | 96.4 | 52.2 | 39.1 | 8.7 | 0.0 | 8.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 115 | 99.1 | 35.6 | 41.6 | 9.9 | 12.9 | 22.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 115 | 99.1 | 35.6 | 41.6 | 9.9 | 12.9 | 22.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 104 | 99.0 | 37.8 | 40.0 | 10.0 | 12.2 | 22.2 |
| Full-pay meals | 11 | 100.0 | 18.2 | 54.5 | 9.1 | 18.2 | 27.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 40 | 100.0 | 17.6 | 32.4 | 44.1 | 5.9 | 50.0 |
| | 4 | 37 | 97.3 | 32.3 | 51.6 | 16.1 | 0.0 | 16.1 |
| | 5 | 38 | 100.0 | 48.5 | 39.4 | 12.1 | 0.0 | 12.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 35 | 100.0 | 9.7 | 67.7 | 22.6 | 0.0 | 22.6 |
| | 4 | 43 | 97.7 | 29.4 | 29.4 | 35.3 | 5.9 | 41.2 |
| | 5 | 37 | 100.0 | 27.8 | 52.8 | 16.7 | 2.8 | 19.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 40 | 100.0 | 32.4 | 47.1 | 14.7 | 5.9 | 20.6 |
| | 4 | 37 | 100.0 | 56.3 | 37.5 | 6.3 | 0.0 | 6.3 |
| | 5 | 38 | 100.0 | 39.4 | 48.5 | 9.1 | 3.0 | 12.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 35 | 100.0 | 12.9 | 71.0 | 12.9 | 3.2 | 16.1 |
| | 4 | 43 | 97.7 | 38.2 | 52.9 | 8.8 | 0.0 | 8.8 |
| | 5 | 37 | 100.0 | 41.7 | 41.7 | 11.1 | 5.6 | 16.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 40 | 100.0 | 38.2 | 38.2 | 23.5 | 0.0 | 23.5 |
| | 4 | 37 | 100.0 | 62.5 | 21.9 | 12.5 | 3.1 | 15.6 |
| | 5 | 38 | 100.0 | 72.7 | 21.2 | 6.1 | 0.0 | 6.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 35 | 100.0 | 41.9 | 54.8 | 3.2 | 0.0 | 3.2 |
| | 4 | 43 | 97.7 | 52.9 | 41.2 | 5.9 | 0.0 | 5.9 |
| | 5 | 37 | 100.0 | 63.9 | 22.2 | 8.3 | 5.6 | 13.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 40 | 100.0 | 14.7 | 50.0 | 20.6 | 14.7 | 35.3 |
| | 4 | 37 | 100.0 | 53.1 | 40.6 | 6.3 | 0.0 | 6.3 |
| | 5 | 38 | 100.0 | 57.6 | 39.4 | 3.0 | 0.0 | 3.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 35 | 100.0 | 6.5 | 41.9 | 16.1 | 35.5 | 51.6 |
| | 4 | 43 | 97.7 | 32.4 | 52.9 | 8.8 | 5.9 | 14.7 |
| | 5 | 37 | 100.0 | 63.9 | 30.6 | 5.6 | 0.0 | 5.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 261) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 4.7% | Down from 5.8% | 3.8% | 2.8% |
| Attendance rate | 94.4% | No change | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 7.0% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 7.8% | 0.0% | 0.0% |
| Eligible for gifted and talented | 3.8% | Up from 2.5% | 3.8% | 10.4% |
| On academic plans | 0.0% | N/AV | 49.0% | 33.6% |
| On academic probation | 0.0% | N/AV | 2.3% | 1.0% |
| With disabilities other than speech | 5.6% | Up from 4.6% | 7.2% | 7.5% |
| Older than usual for grade | 2.5% | Down from 3.8% | 1.5% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 20) | | | | |
| Teachers with advanced degrees | 55.0% | No change | 51.4% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 6.0% | N/A | 4.9% | 2.4% |
| Teachers with emergency or provisional certificates | 5.0% | Down from 5.6% | 2.9% | 0.0% |
| Teachers returning from previous year | 87.5% | Up from 84.0% | 83.2% | 87.3% |
| Teacher attendance rate | 94.6% | Up from 91.5% | 94.6% | 94.9% |
| Average teacher salary | \$43,213 | Up 3.6% | \$41,360 | \$42,485 |
| Prof. development days/teacher | 14.7 days | Up from 9.2 days | 14.7 days | 13.3 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.2 to 1 | Up from 15.9 to 1 | 16.4 to 1 | 18.6 to 1 |
| Prime instructional time | 86.5% | Up from 84.7% | 88.3% | 89.7% |
| Dollars spent per pupil* | \$8,573 | Down 7.5% | \$7,778 | \$6,557 |
| Percent of expenditures for teacher salaries* | 57.6% | Down from 59.3% | 60.2% | 64.0% |
| Percent of expenditures for instruction* | 64.6% | | 68.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.7% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.6% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rivelon Elementary School is located right outside the town limit of Orangeburg, S. C. The school has a population of approximately 277 students. We take pride in being a community school. A number of our students walk to and from school each day. The community often uses our school for community-sponsored events.

Here at Rivelon, a Title I school, we feel that developing the whole child is important. We achieved this goal by providing character education for all of our students. Through our guidance counselor each grade level has scheduled guidance sessions. Each morning character words are a part of our morning announcements. Teachers use every opportunity to integrate character words into their daily lessons. The character word for the month is also posted on the marquee.

All academic subjects are important in the development of our students, who are 91% African American, 8% Caucasian, and .4% Hispanic. Here we try to address each subject using a different best practice strategy and technique that will help our students relate the learning to real world experiences. Our literacy coach implemented "Drop everything and Write" every Wednesday morning through our Wee Deliver Program. Students served as postal workers to sort and deliver mail throughout the school. The new media specialist and literacy coach, along with the classroom teachers, got the students excited about reading again. The students were especially excited about reading chapter books and relating their writing to those experiences. The media specialist used an Authors' Tea where all classes K-5 had a chance to write a piece of writing and read it to the parents and other visitors from the community. The parents and the other visitors wrote a response to the students' writings.

We had several consultants who brought our instruction to a new level. The math, reading, social studies and science teachers were given intensive training in using manipulative and hands-on activities with the students. An ELA consultant read a book monthly to parents and students. We used technology as an essential part of our instructional program at Rivelon Elementary. The teachers used River Deep, United Streaming, CPS, Units, and LCD projects with laptops to enhance instruction and to integrate technology into the classroom. Another way we strengthened our reading program this year was by implementing our Books and Breakfast Program.

Many of our students participated in and won contests in and outside of school that enhanced their learning. We had 80 students enter projects in the school's science fair. Three students went on to represent us at the District Level Science Fair. Two students won awards at that level. Our fifth grade students participated in the Lieutenant Governor's writing award. One third grade student won a recycling poster contest. One student made the All State Honors Choir. Two fifth grade students were selected for district and state character honors. Here at Rivelon, we feel that it is our job to encourage and motivate our students so that they can believe that they can be successful at whatever they do.

Paulette H. Faust, Principal

Kevin Brown, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|----------|-----------|----------|
| Number of surveys returned | 19 | 30 | 25 |
| Percent satisfied with learning environment | 94.7% | 86.7% | 90.9% |
| Percent satisfied with social and physical environment | 100.0% | 70.0% | 79.2% |
| Percent satisfied with school-home relations | 57.9% | 93.3% | 84.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.